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ABSTRACT

The first section of this report presents six articles describing FLES techniques. Harriet Barnett discusses the use in FLES of individualized teaching techniques that are in popular use in other subject areas. Yvonne Le Manchec encourages early second language instruction through the use of educational situations in which the child will be interested enough to participate enthusiastically. John F. Kunkle considers foreign language festivals associated with FLES activities. William R. Herold describes FLES in the bilingual program of Lafayette Parish, Louisiana. Gladys Lipton details the custom-tailored FLES program of New York City, designed to meet the specific needs of the school and district. The final article in this section is a compilation of successful activities for FLES programs selected by Evelyn Brega and Priscilla Tarbox from the contributions of teachers. The second section of the report includes four articles suggesting methods of achieving FLES success: (1) John Kunkle combines psycholinguistic theory and language teaching to develop the concept of home school language switch; (2) Ruth L. Bennett offers suggestions as to the model FLES instructor; (3) Virginia Gramer provides guidelines for measuring FLES success; and (4) Vera de Galante presents a figurative recipe for FLES. A list of the publications of the National FLES Committee is also provided. (LG)

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A Report by the 1972
FLES Committee of the
American Association
of Teachers of French

FLES U. S. A.
SUCCESS STORIES

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December 1972
New York, N. Y.

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FLES U.S.A. - SUCCESS STORIES

A REPORT BY THE

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OF THE

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TEACHERS OF FRENCH

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Presented

December, 1972

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New York City

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FLES U.S.A. - SUCCESS STORIES

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PUBLICATIONS OF THE NATIONAL FLES COMMITTEE

The FLES Committee of the American Association of Teachers of French since its founding in 1961 has consistently published an annual report on important issues related to foreign language instruction at the elementary level. The following are the publications of this committee and the location from which they can be obtained:

Year	Topic	Order From
1961	The Supply, Qualifications, and Training of Teachers of FLES	
1962	Language Structures at FLES Level, Including Testing for Mastery of Structures	
1963	The Correlation of a Long Language Sequence Beginning in the Elementary Schools	
1964	Reaching at the FLES Level	Dr. Gladys Lipton Bureau of Foreign Language 131 Livingston St. Brooklyn, N.Y. 11201
1965	Culture in the FLES Program	Rand McNally and Co. Box 7600 Chicago, Illinois 60680
1966	FLES and the Objectives of the Contemporary Elementary Schools	Rand McNally and Co. Box 7600 Chicago, Illinois 60680
1967	The FLES Student: A Study	Rand McNally and Co. Box 7600 Chicago, Illinois 60680
1968	FLES: Projections into the Future	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N.Y. 10011
1969	The Three R's of FLES: Research, Relenance, Reality	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N.Y. 10011
1970	FLES: Patterns for Change	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N.Y. 10011

1971	FLES: Goals and Guides	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N.Y. 10011
1972	FLES U.S.A. - Success Stories	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N.Y. 10011

Sincere appreciation is expressed to the Executive Committee of the American Association of Teachers of French for its continued support of this committee and encouragement through the years. A special note of thanks is expressed to Mrs. Althea Decker, secretary for the Fairfield Education Association, for the many hours spent in the technical preparation of the 1972 report.

Edward H. Bourque
Fairfield, Connecticut

INTRODUCTION

FLES AND THE FACTS OF LIFE

What is now known the nation over as FLES came into being at about the time (1953) that Watson and Crick were discovering the secret of life in its simplest form as revealed in the genetic code. (J. M. Watson, The Double Helix, New York, Atheneum, 1968. Signet, 1969.) FLES, too, was 'discovered', for it had been in existence in the U. S. in a modest way long before it was recognized, named and given national prominence. In the two decades since then, FLES has had at least a trial more or less everywhere, with results that range from excellent to almost nil. As one outcome, there now can be quite general agreement on what the nature of an ideal FLES program should be (ideal in the sense of best but possible), though all would admit that the ideal has not very often been realized.

During the same two decades, studies in human growth and development have been moving rapidly forward, one clear result being a far deeper recognition than ever of the importance of language to the growing child and an increasing respect - bordering on awe - for the child's (every child's) capacity to internalize so easily while still so young the highly complex patterns of language behavior. Those at the frontier of studies in neurophysiology are in strong support of the view that the child learns language best before the age of twelve (when the brain cells cease to multiply) because that appears to be what he is genetically 'programmed' to do. (E. Lenneberg, The Biological Foundations of Language, New York, Wiley, 1967.)

But FLES is concerned not only with the child and his first language. The learning in question here is not that of the mother tongue but of an additional one. Furthermore, the learning must take place in the very special conditions of formal education in the home country, with all that is thereby implied in persons, buildings, schedules and curricula.

What factors must be brought into mutual relationship in order to describe a successful FLES program? Among many, these: the age of the learner, his previous language experience, his classroom teacher, the FL specialist, the length and frequency of class meetings, objectives, materials, techniques and technical aids, vertical coordination linking the work of FLES with what is to be done at the junior and senior high levels, parental interest and administrative support.

In briefest form, a FLES program assured of success could be described as having these attributes: for all pupils from ages 7-8 to 11-12. In classes that meet every day (as part of the regular school program) for 15 to 20 minutes. The teaching is done by a foreign language specialist who appears in person (or on alternate days on TV). Follow-up and supportive teaching is done by the classroom teacher. Materials for both teachers and pupils are prepared in detail and integrated from year to year. Progress tests are introduced at appropriate times. The curriculum is the beginning of a course to be continued in the upper school. All the skills are taught, with a natural emphasis upon the audiolingual. Objectives are the learning of both forms and meanings, of how the language sounds and looks, and how it is used by those whose native language it is (i.e., both grammar and culture). No distinction is yet made between those who may eventually wish to participate in extensive use of the language and those who wish merely to know about it.

Viewed in a total perspective, there are perhaps three principal types of FL learners: 1) those who wish to know about a language and how it works, 2) those who wish to put it to some practical use either in their studies or their personal lives, and 3) those who wish to teach. Teaching, of course, implies both knowing about and using. But, in contrast, using does not necessitate either knowing about or teaching, nor indeed does knowing about imply either using or teaching - a state of affairs for which the descriptive linguist often has to settle.

(The circumstance is similar to that in music, where the musicologist is not necessarily a performing musician or composer, nor a teacher of music.) An ideal FLES program may be considered a sound, indeed a uinquely sound, basis for all three of these aims. From the point of view of psychobiology, the FLES experience is, quite literally, the chance of a lifetime.

What about outcomes? An immediate return for the child is the satisfaction found in language behavior, for him as gratifying as opening a package or playing a game or climbing a ladder to look over a wall. And why should it not be, given his remarkable ability, even at five or six, to select, arrange and use the elements of a highly intricate symbol system to accord with the situation in which he is - something forever beyond the capacity of any computer. In subsequent years, in secondary or higher education, the skills and insights gained in FLES retain a depth of naturalness and an aura of authenticity that for those who begin after puberty become more and more elusive. A good FLES foundation can only be a plus factor in advanced studies. Indeed, a positive relation between an elementary school start and a language major program in college has been statistically shown. As for the person who, in later life, preoccupied with job, family and career and who takes thought of his early school days (especially as he sees his children make their start), does such a person regret the time spent in FLES classes and wish it had been otherwise?

But the facts of life, in teaching, are economic as well as physiological. Granted that we are convinced of the value of teaching FLES, that we know how to do it, that we <u>have</u> done it with complete success in many instances, a number of hard questions remain when we consider offering FLES to all or even to many. Where shall we find the needed corps of specialists are entitled? The cost of FLES in terms of materials and equipment are minimal, but in regard to personnel they are high. And other demands upon our resources are at the moment very insistent. A re-arrangement of our national priorities appears necessary before

we shall be in a position to authorize the funds in question.

Professionally we can be proud of FLES. The proof of its successful operation had been fully and frequently demonstrated - and for the very good reason that the facts of life greatly favor an early exposure in language acquisition. But as in any discipline, success is directly linked to rigor and high standards, and these inevitably entail a financial outlay that somehow must be provided for if quality is to be maintained.

Dr. Nelson Brooks
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I

SUCCESS STORIES

What's New in FLES? . . . . . Harriet Barnett

To Please our Pupils . . . . . Yvonne Le Manchec

Foreign Language Festivals . . . . . John F. Kunkle

FLES in a Bilingual Setting . . . . . William R. Herold

Custom-Tailored FLES. . . . . Gladys C. Lipton

A Variety of Successful Activities . . . . Evelyn Brega and Priscilla Tarbox

What's New in FLES?

I believe that a FLES program remains successful only as long as it keeps up with the current innovations in Foreign Language Education and in education in general. The FLES teacher has to be aware of new approaches and then be willing to try them. Since she tells the children to "Try it you'll like it", she has to be willing to do this herself.

The first important and difficult step is to determine what is new. I guess that some people feel that an approach or method is new if it is different from that which immediately preceeded it. Does this mean that the fact that I teach reading and writing along with the speaking and listening makes this a new approach since it comes right after the era in which there was to be only speaking and listening and no reading and writing (particularly at the FLES level)? I don't think so. Much which purports to be new is merely a combination of the good parts of various approaches which have been in existence for some time. Perhaps the recombination itself is what is new. What is fairly new in FLES teaching is the use of techniques which have now become rather popular for other subject areas, such as: the use of peer teachers, self pacing and individualized instruction. These are the areas in which I have been actively experimenting and which, from the reaction that I often get from foreign language teachers, are fairly new approaches to foreign language teaching.

I began using peer teachers out of necessity, not out of a philosophic or educational theory. I had attended a language conference in Albany and heard Mr. Will-Robert Teetor speak of his use of peer teachers in his classes. It sounded just great when he described it as it had worked in his classes, but I was afraid that he had exaggerated and that, at any rate it wouldn't work that way for me. However, it did sound exciting, positive and new. My classes were huge and I knew I would lose the interest of many students if we didn't break up into smaller groups. These groups would need leaders and teachers. I realized

that the only possible leaders or teachers available were other students in that and other classes. I decided to try it and couldn't have been more delighted with the results. Mr. Teetor was not exaggerating at all.

I find that, even given the mistakes which peer teachers make (and I mention this because I know it is of concern to teachers who are considering this approach) the student advances more rapidly in all phases of language study (skill, content) than with me teaching the class as one group. The amount of active participation on the part of the student under the peer-teaching set-up is what makes the difference. I find that with students of modest, average and high ability, given some degree of self discipline, I hardly ever conduct a class in the standard sense of my teaching the whole group. If a group has not yet developed any amount of self control, I work at developing this self-discipline and encourage the students to learn to help each other and work with each other instead of against each other. This training enables them to work under a peer-teaching system eventually. Perhaps not all groups are ready for the use of peer teachers on a large scale at present, but I do feel that most are ready and that all should be trained toward it. Since I have been using the peer teacher approach for several years now, I no longer consider it a new or innovative approach. For those who have not tried this method, I would say by all means do.

The newer appraches for me last year and the year before was the use of a modified self-pacing which has led this year to use of individualized instruction in some classes. My sixth grade classes were, as I mentioned before, huge and of mixed abilities and so students were ready to move ahead before others. By outlining the work to be done in a subject unit and by then giving the specific steps to be covered before a unit test would be given, I found the students working ahead at their own speed, on various depth levels, with none feeling pressured and non feeling bored. I used modified self-pacing since I give the more advanced students more in-depth activities while the less able students, who are working

more slowly and at a more shallow depth, complete the subject unit to the point of their taking the test together. I hope that after a period of working this way, the children can work in a completely self-pacing environment and take the tests as they are ready.

The test, though the same in most instances, is not evaluated the same by me. By having the students working in individual groups, using the peer teacher device, I am free to discuss and evaluate the child's test with him almost individually. I indicate the errors but do not always indicate what these errors mean in my evaluation of that child's work in that subject unit. This is done verbally in our small private discussion. I find that the students of all abilities do a much better job and progress more rapidly in all skill and content areas while maintaining a high interest level in the subject, much higher than when pushed or bored. To be practical, the maintenance of student interest shouldn't be minimized in any subject area, but least of all in foreign language!

This year, with our school doing much research on individualized instruction, I decided to try it in one of my groups. I am still in the process of experimenting but I can explain what I do and give the reaction of the students at this time. They love it. They are actively engaged in the planning of this project. What I do is take as a unit of work, a chapter in our textbook. The class, is an eighth grade medium to high ability group. I am sure that I will eventually find a better way to set this up than through a textbook unit. In fact, I am almost ashamed to say that I do it this way, since it makes me feel like a boring-old fashioned-stick to the text teacher. However, I mentioned before that I am practical and I believe that when experimenting, it is good to be sensible and conservative in order not to bite off too much too soon.

For each chapter, or unit, there are thirty or more steps to take until completion of the unit. These steps include oral drill, oral check by the teacher or a peer teacher, written exercises, some self-tests with answers and acceptable

standards given, optional steps, outside reading, cultural activities, drawing, etc. The student dates each step and I check weekly to see what progress is being made. I make suggestions as to amount I feel should be covered or amount of time I feel should be spent daily. I had set this roughly as three steps per class period and one at home, unless the steps involve new, difficult, intricate material which may take more time, or very simple material on which they can proceed more rapidly. My suggested time is fifty minutes per class lesson divided between school and home. I suggest that thirty to thirty-five minutes of class time be used and the rest done at home. The students remind me, as I find it difficult myself to remember, that these are only suggestions since they are supposed to be on their own.

By having the students working in groups or as individuals, I am free to help students in every small group and to give the frequent individual oral checks which are so much more meaningful since they are done individually. If student "A" has a problem at a particular step, and I seem to be very involved, he goes to student "B" who has passed this step and been checked or self-tested on that step. Student "B" should be able to help student "A" or chances are that he should not have progressed as rapidly as he did because he didn't really understand the work himself. Often you find student "B" joining student "A" in going to me or to student "C" for help. <u>When they help each other they really listen and the explaining or teaching student reinforces his understanding of the point.</u> The students are doing much more involved oral work this way since they often spend a whole period oral drilling each other. This means speaking all period rather than passively listening to someone else drilling or reciting. We have set a tentative unit as the one which must or should be reached with a certain percentage of attainment as shown through unit tests and oral discussions in Spanish, in order to move into a certain level in the High School next year.

I find working this way much more challenging but much more psychologically

suitable to students this age. It is the age group in which students do not wish to be taught or told. They will take some guidance or suggestions if they see the relevance in it and if they seem to have the final choice themselves. This individualized way of working gives them what they want so they work better under this system. I feel that the results last year showed a higher degree of achievement on an over-all basis and a much higher interest level for all.

Next year our school is giving up the ability grouping we now have and so it will be interesting to set up individualized instruction in classes which have tremendously varying abilities. I am planning to attempt this on a contract basis with individualized instruction set up within the contract groups. We also hope to have a complete team teaching set-up within our foreign language department with students placed in changing groups for various activities. This should be an interesting new experience for me and the teachers on my team as well as for the students. It makes us all approach teaching with a fresh attitude.

Our school is also concentrating on setting up behavioral objectives in all subjects areas and so this too will be a new experience for me. At the same time we are moving towards involving our FLES classes in a core or humanities type of program. Another new approach for us.

I believe in doing this much experimentation in our FLES classes since I believe that FLES, to stay alive, must stay in the mainstream of the educational curriculum by attempting those innovative devices tried by other subject areas. If one says of these devices, "They may be good for social studies or math, but can't work for foreign languages" even before trying them, he in effect is saying that foreign languages do not fit into today's modern curriculum. None of us believe that.

FLES success means keeping a program which is constantly updated and fresh in its approaches.

Harriet Barnett
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To Please Our Pupils ...

GOOD NEWS FOR ALL OF US: At the "colloque d'Aoste" which took place in March 1972 attended by one hundred representatives of thirty nations from URSS to Senegal, gathered to discuss the teaching of foreign languages in the primary grades, Monsieur Mallet, Recteur de l'Académie de Paris said "Le principe est acquis" we all have to learn our mother tongue but also another one in order to participate in international understanding". They all agreed that the achievement of this goal can be done only through teaching foreign languages from early childhood, and France has already taken steps to start it in the fall of 1972.

Many of us have tried in the past ten years with the same eagerness, but in different ways, to adapt our methods to the necessity of the day. Obviously it is a long process which demands the participation of all of us who do sense not only the importance but also the consequence of such a program.

It had been recognized, and I confirmed it from experience, that children who have been exposed to the language at any age between nursery to second grade have an excellent accent. Gifted children who do start in third grade also have done very well, even if no one speaks French at home. The ear of these children is so sharp and critical that the task is easy, if the method is well organized. At this age learning a language is pleasure and pride. Our main objective therefore should be geared to that effect. We should create eagerness to learn.

Another important factor to a successful teaching is the frequency of the practice. Half a period every day is more desirable and more beneficial than a full period every other day.

How can we achieve successful teaching? My conclusion derived from experience has incited me to develop very strongly an active manual participation from the children. It is difficult and very strenuous for the teacher, but at this early age this is the greatest goal to attain. From the very first months of his existence a child learns through manipulating toys or the nearest objects, even

his feet and toes. Therefore this exercise should not be neglected whenever it is possible.

The second exercise which is very important is moving. In early childhood they are very exhuberent. They like to walk, jump and run. Between the ages of four and seven they still enjoy muscular activity. Consequently our daily teaching should include activities of this sort since they arise more interest.

Finally and not the least important point to reach is enthusiasm. Pleasure and comic situations are more effective in remembrance than tedious effort meant to learn. Children by themselves demand repetition of the situation until they can do it by themselves.

How can we create enthusiasm?

1- by asking the child to select the picture of an object used in daily activities which should be placed on or removed from the flannel board.

2- by moving and placing it under John's desk, on the window, behind the door, etc.... (prepositions, together with simple commands and vocabulary).

3- by satisfying their pride, using their sense of leadership and their love for competition. This could be done through parting children into two groups, each having a captain who would ask the questions and mark the correct answers.

4- by using a time watch. This is a fantastic asset to the method.

5- by choosing a "teacher".

6- At a more advanced age, the use of dialogues, which should be called plays, based on daily activities, closely related to their own world, is very beneficial and rewarding method of teaching foreign languages.

The dialogues should:

a. be easy and short.

b. have a sense of humour and be recreational.

c. call for gestures and a slight muscular activity to support the expressions.

d. use the second person singular "tu" instead of "vous" in order to facilitate the assimilation of verbs which most of the time are pronounced in an identical manner with the 4 singular personal pr nouns. Ex: Je parle - tu parles - il parle - elle parle, are pronounced in the same way.

e. The dialogue should also be represented by their own drawing. Drawing enables them to create. Their own interpretation and representation are always highly rewarding as this exercise gives them the opportunity to use their imagination and often their fantaisy, which they are full of at this age.

7- At this stage the use of tapes is excellent and very successful. Before acting dialogues, listening comprehension and correct pronunciation should be practiced intensively. Tapes are most successful nowadays. The chorus activity is easily accepted and results are amazing. By the time they have learned how to pronounce the expressions contained in the play, they are able to read the written work when it is presented to them.

8- For the most advanced children in grade 4 and 5 more structures and adjectives are easily accepted through tapes supported by pictures. They are learned quickly and liked as well.

To diversify our program and to please our pupils I have used games which supplement the method. Lately we have placed more emphasis upon understanding commands and answering them, but by stressing mostly verbs vocabulary has become limited. Therefore in order to enlarge it and add adjectives and nouns the use of:

- loto
- crossword puzzles
- hangman

games has appeared beneficial.

I have used the following material and procedures in my French classes:

1. A child is named as the teacher for the warm up.

2. French should be as often as possible recreational.

3. We should try to satisfy their pride and use their love of leadership.

4. We should establish competition (two groups and two captains) from time to time.

5. We should make use of movement (to use up their energy).

6. We should use a box which contains classroom objects or colors for review.

7. To review parts of the body:

"Comment allez-vous (and we list them .... j'ai mal .....
and end "Je suis bon pour l'hôpital).
(they love it).

8. For reading - use a STOP WATCH ... to stimulate competition.

9. We should use a flannel board and figurines.

10. We should use a variety of tapes.

Yvonne Le Manchec
The Allen Stevenson School
New York, N. Y.

FOREIGN LANGUAGE FESTIVALS

Over the past eight years, I have been associated with FLES activities which have ranged from trips to French restaurants to grandiose soirées replete with catered banquets and authentic costumes. The only limits seem to be the amount of effort the teacher wishes to expend and the degree of cooperation of the school administrator(s).

I will trace the progression we experienced, not because of wishing to recommend that others go and do likewise, but rather to illustrate what was, in fact, done. It should be noted that in all cases, the FLES program was handled by a traveling teacher who met with classes for 20 minutes a day. In some cases, cooperative classroom teachers suggested, encouraged or assisted with the French activities; in other cases, the activities were undertaken without any encouragement from the classroom teacher.

Trip to a French Restaurant

Even with this somewhat simple activity, there is a fair amount of organization which must take place. Permission slips from parents must be obtained and transportation must be arranged. School busses are handy in that they permit group singing en transit, but public transportation can also be used successfully so long as officials are aware that a group will be traveling at a given hour.

Groups should be prepared for the trip by means of units on foods, ordering in a restaurant, etc. But more critical is the need to give considerable practice in "small talk". One technique found effective has been that of assigning a French personality to the student for the evening. (The Holt, Rinehart and Winston French Name Cards which have both juvenile and adult versions of the same person work well.) The student fabricates a personality and a family, and assumes the role of his invented personnage for the trip. The experience in small talk is necessary since the students and waiters wish to converse about something besides ordering the food.

Many restaurants will provide a special menu at a relatively low price if the group can manage to come in at other than a peak hour. It is often wise for the teacher to provide a ditteed or mimeographed menu (handed unobtrusively to the maitre d') which can be distributed to the students along with the standard menu.

It is important to make sure that the restaurant has French-speaking waiters and that they will be on duty for the occasion. Extended conversation with the manager or chef and a preliminary meal by the teacher seem to be adequate safeguards. Care must also be taken to insure that if the menu contains several authentic items, it also contains at least some items which will be enjoyed by the majority of the students. Some restaurants will permit and even lead group singing.

A French Meal at School

Often for less cost, the same type meal can be planned for consumption at school. The meal can be prepared by mothers (or fathers or children, for that matter) or it can be catered in part or in toto. Most classes have mothers who are will to prepare Coq au Vin or Boeuf Bourguignon if they are provided with the raw materials and a clearly-written recipe. Students enjoy making the tossed salad, dishing up soup, etc. Table service can be provided by the caterer, the school or by each child. In any case, one should provide information on the way the French hold their eating utensils, and the various pieces of silver and china used for each course of a banquet. If the banquet is a culminating activity for 6th graders, for example, some fifth graders can be asked to volunteer as waiters, as a sort of apprenticeship for the next year. Grape juice or sparkling cataba substitute nicely for wine. Catering, although somewhat more costly, particularly if the serving of the food is also provided, does permit a more uniform and handsome table setting, and eliminates the need for washing dishes on the spot or carrying dirty ones home.

French personalities can be assigned, as above, or research can be done by each student so that he represents a provincial group or a historic French personality. The school location also lends itself nicely to costuming for the event. It has been gratifying to note just how much research and handiwork students will do in order to portray a given personality for one evening's enjoyment. However, one tries to give some guidance to students like the one who wanted to be Madame de Pompadour, but didn't know exactly what a mistress was. When the role was defined as being a girlfriend to a married man, the student promptly changed to portraying Joan of Arc.

The school party can also lend itself to decorations. The coats of arms of the various provinces (available from the Cessler Co.) can be enlarged to almost any size for wall or flag decorations. And the many travel posters that French teachers traditionally have can be put to good use. Students, with the cooperation of the classroom or art teachers have made murals depicting Monmartre, la Place de la Concorde, etc. Monmartre provided an interesting setting, for it permitted the display on easels of the students' attempts at impressionist painting. The flower market scene also allows students to create a variety of paper flowers.

The school site also permits provincial folk dancing, singing, and the enactment of skits (Joan of Arc, Louis XVI and Marie Antoinette often meet their end at these festivals). Literary tableaux can also be enacted, such as La Pomme Empoisonnée or Stone Soup. Dances and tableaux can be learned by various sub-groups for presentation to the entire group.

French Units

With the exceptions noted, the above activities can be undertaken by the French teacher alone. An even richer experience for students, however, can be provided when classroom and special teachers cooperate in the festival. There is some feeling that the first year of FLES should be accompanied by a social studies

unit on the country whose language is being studied. Bringing language arts, music, art, physical education in on the project provides a great range of interesting and worthwhile activities. An extensive teaching unit was prepared by a social studies committee in Shaker Heights, Ohio. It suggests content and activities for the treatment of France at the fourth-grade level. Committees or individuals can work on such topics as government, economy, educational system, history, language, customs, religion, art, literature, etc.

Handled primarily as a social studies unit, but with generous amounts of time spent on related topics in other classes, this type of unit has taken from two weeks to six weeks. As a culmination, some schools or classes prepared a French street scene in which various wares and foods were sold, a French Festival to which parents were invited for imaginary field trips through the regions of France, illustrated talks on aspects of French life, interviews with historic personalities, and the ever-popular French meal.

The study can lend itself to individual and group work. One of the most successful attempts along this line included large group presentations of films (Modern France: The Land and the People from Coronet and France and its People from EBF) and other information of a general nature. Then various groupings were used to explore geographic regions, periods of history, types of literature, and individual personalities. Each student was given as a basic reference the paperback The Story of France (from the Global Culture Series Know Your World, McCormick-Mathers). The several films and filmstrips available were used by individuals and/or small groups while narrations were recorded for filmstrips and slide collections; students using cassette playback equipment to explore the topic of their choice.

A language arts activity was to write about a contemporary or historic personality as if you actually knew the person. Some were written in depth, and with some humor. One of the most entertaining, even if not the most accurate,

came from a 4th grader describing Napoleon:

> My friend Napoleon was born at Ajaccio on the Island of Corsica. He went to Breinone. When he got out he was fifteen. He went to a military school in Paris. While he was there he was called "straw nose". Napoleon was ranked Corporal of ammunition. Later he destroyed most of the entire army with one cannon and became General. The Austrian surrender at Austerlitz in 1805 made him outstanding. His influence came to every ear to fight and fight well! He crowned himself Emperor of France. He married a woman who wanted his wealth - her name was Josephine
> This man should have a "claim to fame" because he spent all the French money and crowned himself Emperor.

In addition to the material mentioned above, the pamphlets available from the cultural services of the French embassy can be used as they are, or simplified, depending on the sophistication of the students.

One of the most enjoyable aspects of the culminating activity for the groups which worked with the material described above, was the making of French crepes for dessert one noon. Fourth grade boys, armed with electric fry-pans, mixed batter and attempted the culinary art. The results were a mixed bag: some boys were delighted at their ability to produce French delicacies; some of their "customers" will probably hesitate for a lone time before trying more home-cooked French delights.

Finally, one could mention the old stand-bys for the study of France (in addition to the excellent bibliography prepared by V. G. ALLEN in the March, 1969 Foreign Language Annals) as being the book and film, The Red Baloon, and Le Petit Prince. There is also available a set of large display pictures and accompanying teachers manual entitled Living in France from the Families Around the World series (Silver Burdett, 1966).

My experiences with French festivals have been most positive. Although they often involve a great deal of effort, they are very rewarding, particularly as other teachers and administrators enter into the festivities. I will never forget the surprise appearance of a building principal who came as a Monmartre artist, complete with beret, pipe, and rapidly-donned mustache.

John F. Kunkle
University of Southwestern Louisiana
Lafayette, Louisiana

"Marchez sur les mains."

The smiling March sun coaxes the mercury up into the 70's.

"Les pieds en l'air."

Muscular Guy Bachelier, sporting a Lincolnesque beard, steadies the siminutive body as the other pupils eagerly await their turn.

"Garde le corps droit et pousse, pousse vers le ciel."

The inverted seven-year old strains to keep her balance and her modesty at the same time.

"Bon, rentre ta tête et roule, roule."

Little Annette finishes with a somersault on the verdant turf as the breeze sends pink azalea petals scudding across the playground.

A cours de gymnastique on the French Riviera? Wrong! It's a physical education class in the bilingual program of Lafayette Parish, Louisiana.

Moments later, monsieur Guy is a piller buffeted by a flood tide of second graders as one activity ends and another begins. This time, forming a circle with three of the youngsters, he sets the stage for one of their favorite games, lapin et chasseur. The "rabbits" scurry under the nets and out again. Gradually as the rabbits are caught, the circle widens until the last, most elusive lapin wins the game.

An hour earlier, Guy had been writing on the board -

53 tables vertes
9 tables en moins
Combien en reste-t-il?

As he finished each line, volunteers waved their hands enthusiastically so that they would be called on to read it. Finally one lucky pupil was designated to do the opération at the board - set up the problem and work it out.

Back from the playground, Guy greeted his young charges as they filed into the room, "Qu'est-ce qu'on chante?" One Frere Jacques, Il etait un petit navire,

et Gentil coquelicot later, all were busy reading Combien y a-t-il de carottes? They had actually composed their own questions by choosing among the printed flashcards to be placed in the paper slots - pomme, tomate, mais, ananas, d' and s. Instantly, Guy would sketch an answer on the chalkboard - two dimpled pommes, a single prickly ananas or perhaps six curvy bananes.

After the recréation, one final session found the children hard at work coloring dittoed sheets of fleurs, budding feuilles, a radiant soleil and all the other harbingers of spring. Snipping them out, the second graders pasted them onto construction paper in arrangements of their own choosing.

"Alors, rangez vos bureaux. Ramassez les papiers. Passe la poubelle, Jean, s'il te plaît."

"Au revoir, monsieur Guy."

Lundi, 27 mars had ended.

The popular groundswells of ethnic pride which have added to the stature of blacks and browns is finally reaching those Americans whose language and culture crossed the Atlantic with Cartier, Champlain and La Salle. Much as ardent conservationists have fought desperately for the existence of the whooping crane and the preservation of the majestic redwood trees, so also is the Council for the Development of French in Louisiana (CODFIL) expending great energy to fan the dying embers of the Cajuns' heritage. James Domengeaux, Chairman of the Council, vigorously proclaims that "unless we save the language, all is lost." "We must take pride in this and try in every way to foster this pride in others." The signs which are prominent in the Alice Boucher Elementary School (Lafayette) are blossoming all over Evangeline country - "Parlez francais avec vos enfants à la maison," "Vive la différence," "La Louisiane est bilingue." This almost religious fervor has culminated in the sixth bilingual French program in the United States, one being in nearby St. Martinville and the four other in New England.

Already in its second year, the program has been beefed up financially by the U.S. Office of Education and academically by its new director, Dr. Ruth Bradley, fresh from the University of Texas at Austin, with her advanced degree. As in any other momentous undertaking, the concerted effort of many individuals is the indispensable ingredient of success. Principal Harold Trahan, curriculum specialist Odette Coussan, and bilingual specialists, Christine Weber and Katherine Price have all combined their considerable talents to forge a complete program that will develop and maintain the children's self-esteem and foster a legitimate pride in their twin cultures, both French and American.

The avowed objectives of the program are six:

1. To develop oral language proficiency including phonology, morphology, syntax and fluency in both French and English.

2. To facilitate conceptual learning in mathematics, social studies, health and earth science using both languages as vehicles of instruction.

3. To foster positive attitudes towards the French-Acadian heritage of the area.

4. To produce a corpus of materials and methods for kindergarten, first and second grades that can be adapted for use in bilingual and FSL (French as a second language) programs in other schools.

5. To give monolingual children the opportunity to become bilingual.

6. To create community interest in bilingualism and encourage bilingual teachers to secure training in foreign language and bilingual methods.

During its formative years, the program is receiving a powerful impetus from a team of <u>cooperants militaires</u>, native Frenchmen who have opted to teach two years in a foreign country rather than spend one year in the compulsory military service. Guy Bachelier, whom we have met above, and his wife, Raymonde, Jean Claude Schichling and his wife, Janine, Alain Marchal and his wife, Danielle, and finally, the lone bachelor of the group, Francis Fanjeaux, constitute the

massive transfusion of Gallic blood which is making for such a vigorous program at the very outset. Already armed with their Certificat d'Aptitude Pédagogique and teaching experience in France, these young men and women inspire both administrators and pupils alike in their zeal and dedication.

In the main, the French element of the program serves to reinforce ideas that have already been presented in English in the standard curriculum. All first, second and third graders, except those in the control classes, have 20 minutes of French every morning. Then on alternate afternoons, the first and second grade children learn art, mathematics, social living, physical education and singing with French used as the sole means of communication. As a result, 60 per cent of the instruction is in English while 40 per cent is given in French. In future years, the program will grow apace, moving up through the elementary grades into the junior and senior high schools.

However, this in no way implies that the French curriculum is merely a carbon copy of the original. On the contrary, specialists have spent the entire summer revamping the traditional course of study and sequencing it for maximum effectiveness as presented in French. Typical of these is the unit on

L'Héritage Acadien

I. Buts (8) e.g. Sur une carte de l'Amérique du Nord, les enfants seront capables de localiser la Nouvelle Ecosse (terre d'origine des Acadiens) et la Louisiane.

II. Activités (7) e.g. Discussions sur l'odysée des Acadiens, sur la culture des Acadiens - la vie familiale, les occupations, la nourriture, le folklore, l'artisanat, les loisirs.

III. Matériel (9) e.g. Carte de l'Amérique du Nord; Carte de Louisiane (délimiter l'Acadie); Family face puppets.

IV. Chants acadiens, jeux et danses qui accompagnent (7) e.g. Un petit bonhomme; Colinda; Cher petit papa. Jeux à l'intérieur (4) e.g. Cachecache. Jeux à l'extérieur (6) e.g. Saute-Crapaud.

Once the units have been outlined, the daily lesson plans are created with the following framework serving as a basis:

A. I. Statement of subject, grade level, number or date of the lesson plan, and length of class period.

II. Statement of specific objectives of the lesson and perhaps statement of long-range objectives of the unit.

III. List of materials to be used.

IV. Vocabulary (active and passive) (old and new)

V. Procedure:

a. Review/or introduction of new material
b. Presentation of new material
c. Application
d. Activities for students

VI. Evaluation

To illustrate some of the points above, here are excerpts from one of the daily lesson plans:

SOCIAL LIVING - 12 ème jour

I. Les enfants prennent conscience du monde environnant.

II. Les enfants découvrent le changement des saisons: l'automne.

III. Tableau de feutre, figurines de fruits et les légumes de la lecon précédente, images des saisons, "Seasons" (Instructo Flannel Board Kit).

IV. Vocabulaire

a. Nouveau: tomber - c'est l'automne
Le petit garçon se couvre.
Il fait froid.
Il pleut.
b. Ancien: feuilles (vertes, jaunes, rouges) arbre

V. Procédés -

1. Révision
Les enfants puisent dans un sac et nomment le légume ou fruit qu'ils en retirent. (Nom et qualité: légumes et fruits)

2. Démonstration et application

a. 1. "Voilà un arbre. C'est un arbre,"

dit le maître en posant un arbre sur le tableau de feutre.
"Voilà une feuille. C'est une feuille. Elle est verte." Montrer la feuille et répéter: "C'est une feuille." Demander a la classe: "Qu'est-ce que c'est?"
La classe: "C'est une feuille."
Montrer un arbre, faire comme pour la feuille.

2. "Voilà un autre arbre. C'est un arbre."
La classe répète: "C'est un arbre."
"Voila une feuille. Elle est rouge, elle est jaune." Laisser tomber les feuilles et dire: "Les feuilles tombent. C'est l'automne."
Faire répéter à la classe: "C'est l'automne."

3. "C'est un arbre. Il est vert."
La classe répète: "Il est vert."
"C'est un arbre. Il est jaune et rouge."
La classe répète: "Il est jaune et rouge."

B. Enlever l'arbre vert. Montrer un petit garçon.

1. "C'est un petit garçon?" "Oui, c'est un petit garçon."
"Il porte une veste. Il fait froid."
La classe répète: "Il fait froid."

2. "C'est une petite fille? Oui, c'est une petite fille." "Elle tient un parapluie. Il pleut."
La classe répète: "Il pleut."

3. "Il fait froid. Il pleut. C'est l'automne."
"Les feuilles tombent. C'est l'automne."
En montrant le tableau de feutre, "Qu'est-ce que c'est?" "C'est l'automne."
Interroger individuellement.

C. Evaluation

1. Montrer l'image de l'automne.
Demander: C'est l'automne? "Oui, c'est l'automne."
Les feuilles sont vertes? "Non, les feuilles sont rouges et jaunes."

ART - Les enfants terminent les dessins des fruits et légumes. Après le coloriage, ils doivent les nommer et les compter.

MATH - Les enfants comtent leurs camarades.

CHANT - Mon petit cheval; Un petit pouce qui marche.

In order to make use of as many sense modalities as possible, the bilingual program employs innovated materials to a great extent. A full time artist turns out poster illustrations and other visuals to meet the specifications of the curriculum specialists. A sampling of these materials might produce:

puppets (Bouqui Lapin)
transparencies: the head and its parts (overlays)
full color poster illustrations - Acadian Heritage
a) Arrival by boat
b) Settlement map, names, occupations
c) Bayou travel scene
d) Acadian home
e) La boucherie
f) Le fais do do
kindergarten visuals - le canard, le papillon, le poisson, la grenouille
1 chien, 2 éléphants, 3 canards, 4 cadeaux
feu rouge - feu vert; stop
Halloween
7 French games, e.g. Arrête le cercle (self-identification)
Le facteur (self-identification)
French Christmas carols
4 French rhythmic activities
2 full color charts, "Day and Night," illustrating twelve daily actions
flannel board sets
bulletin board sets
adaptive materials - On my way to school I saw
How the earth rotates
Introducing addition

Of course, it is not necessary that all the materials be original. In some cases, commercial products may suit the purpose quite well. These transparencies, for instance, with twenty-three per title, can be easily integrated into the program:

Animal life
Study of birds
Weather
Short vowels - initial consonant substitutions
Fractional numbers
Vocabulary and dialog situations
French interrogative words

Filmstrips:

Combien de têtes avez-vous?
La pluie et le beau temps

Pictures:

Pets
Children around the World
Plants and Seeds

Music:

Let's Sing Songs in French
Chantez la Louisiane

"How are we doing?" This very crucial question is answered in the evaluation component. The Lafayette plan is above all comprehensive, that is, it provides for an assessment of progress in all project components - instruction, staff development, materials acquisition and development, and community involvement, all of which interact in the effort to improve student performance. The five essentials are:

1. behaviors to be measured
2. measurement instruments to be applied
3. data collection procedures
4. data analysis techniques
5. data reporting format

It is obvious that as the program expands, the cooperants militaries will have to bequeath some of their teaching duties to the local staff. With this end in view, twenty-six faculty members have attended summer school to perfect their French to the extent that they will be able to take up where the native Frenchmen leave off. Dr. Bradley is also urging the staff to enroll in the FLES methodology course at the University of Southwestern Louisiana, in Lafayette. If this were not sufficient, the same faculty members are currently taking French lessons after school twice a week from 3:00 to 4:15.

Leaving nothing to chance, the program administrators are striving also to involve parents and community leaders. A seven member Parent Advisory Council,

organized in October, 1971, acts as liaison between school and community. The council members help to conduct surveys and disseminate information for the program. Parents help in such projects as preparing stage sets and costumes for plays and programs. They accompany teachers on field trips. In other words, the bilingual program is not limited to the schools, but overflows into the entire community.

Vivacious Alain Marchal continues to exhort his first graders, "Coloriez les vaches rouges." "Faites-moi les canards jaunes." "Et les moutons - bleus les moutons!" The descendants of the star-crossed Acadians are finally being given a chance to regain their precious heritage. The pride of the youngster who announces, "Dans la brousse, il y a des tigres," is glowingly reflected throughout the entire country of Evangeline and Gabriel.

William R. Herold
University of Texas at Austin
Austin, Texas

The telephone rings. An elementary school principal and I have the following conversation:

-- I'm thinking of starting a FLES program.

-- That's wonderful! When do you want to start?

-- I'm not sure about the kind of program we ought to have at this school

-- First of all, let's talk about staff. Do you have teacher or teachers in your school who are "comfortable" in a foreign language?

-- Well, as a matter of fact I do. One of my teachers majored in French at college.

-- All right. I'll arrange to interview your teacher in the foreign language. Is there anyone else?

-- Well, I had a minor in Spanish, and I've been using it all the time.

-- That's great. Why don't you teach Spanish, too? That would be the highlight of your day!

-- Oh, if I only had the time. But what about a schedule? And which classes should receive instruction? And when is the best time to begin? .....

This conversation (or something like it) occurs frequently, as many new programs have started since September, 1972. The program has grown considerably from the time it was introduced experimentally in 1957 to four classes, although several schools had had on-going programs prior to that date. The experimental program expanded slowly until 1961, when it was decided to evaluate the effectiveness of pupil progress in French and Spanish. A 3-year study was completed in 1963, with extremely successful results, indicating that children make satisfactory progress in foreign languages. Large numbers of children (1100) recorded their answers to questions on tape, and these tapes were evaluated by foreign language chairmen in the high schools. As a result of successful achievement results, as well as evidence that the addition of a foreign language did not hamper progress in basic subjects, the FLES program of New York City was officially approved by the Board of Education as an "optional curriculum area", which permitted principals

to introduce the program where staff and community expressed interest. At this writing there are over 200 schools offering FLES of some kind. CUSTOM TAILORED to the specific needs of the school and district, with over 23,000 pupils enrolled in the program.

Many schools have a three-year sequence, beginning in grades 3 or 4 and continuing through grade 6. The objectives of this program are as follows:

- to develop within children the ability to understand and speak the foreign language within the limits of their exposure to the language
- to enable children to engage in varied reading and writing activities in the foreign language
- to help children develop a familiarity with and an appreciation of the people and the culture of the country (countries) whose language is being studied

Currently, there are six languages offered at the FLES level: Chinese, French, German, Hebrew, Italian, Spanish. Curriculum materials have been prepared locally for French, German, Hebrew, Italian and Spanish, and the curriculum bulletins list not only the structures and vocabulary to be taught, but also indicate a great variety of precedures and supplementary materials (dialogues, songs, poems, games, etc.) which are specifically geared to the interests of young children.

There are a number of schools where FLES is started in grade 1 or Kindergarten. There is a growing number of bilingual schools in Spanish, French and Italian, where the teaching of a foreign language to English-speaking pupils is one prong of the linguistic thrust. There are schools which only have a one-grade FLES program -- namely -- grade 6, in order to provide a facile articulation to the junior high school program and/or to offer children exposure to a lesser-selected language. Some schools begin by having a foreign language club program, and then develop the language offering to a more sequential program. The following guide for principals helps them with initial planning of the program. (see page 33)

Just as the FLES schedule varies from school to school, so does the background of the FLES teacher. Some are elementary school teachers who have been

screened for foreign language ability. Others are secondary school teachers who have studied elementary school methods and curriculum. Alternate staff utilization occurs, with the use of student teachers, parents, peer-teachers and paraprofessionals, although the use of these resource people is on a pilot basis.

The strength of New York City's FLES program rests with the teacher. The FLES teacher is a foreign language teacher, and he/she is a master teacher, an outstanding diplomat, an audio-visual specialist, a highly successful public relations person, and an accomplished director of theatrical performances. In addition, the FLES teacher loves teaching language at the elementary school level and gets tremendous satisfaction from the results of linguistic "input".

With increasing enrollments, high parent interest, encouragement by principals, one might conclude that the FLES program fuctions effortlessly and without difficulty. Quite the contrary! There are numerous problems involving articulation with the junior high school, choice of language, inadequate staff for providing assistance to over 300 FLES teachers, to mention just a few of the problems.

But FLES endures - in varied schedules and formats, and with changing objectives and goals. The CUSTOM-TAILORED FLES program has as its basic core the propositon that exposure to a foreign language is a basic necessity of the educational experience of every child.

Gladys C. Lipton
New York City

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Bureau of Foreign Languages
131 Livingston Street
Brooklyn, New York 11201

Guide for Principals: How to Initiate a FLES Program

1. Ascertain foreign language needs and interests of parents, school and community and obtain support for the FLES program

2. Formulate specific objectives of the program for the school

3. Determine the availability of a teacher(s) who is "comfortable" in the foreign language(s)

4. Select the grade(s) which will be involved in FLES instruction (wide offering will depend upon the number of teachers available)

5. Secure approval of Community Superintendent

6. Arrange foreign language schedule
   number of times per week (at least 3)
   number of minutes per lesson
   agreement of teachers on exchange of curriculum areas use of cluster position

7. Requisition curriculu bulletins(s) which may be used for all grades:
   French
   German
   Hebrew
   Italian
   Spanish

8. Request the services of the Bureau of Foreign Languages for:
   8.1 foreign language teachers
   8.2 ascertaining foreign language proficiency of teachers
   8.3 tapes and tape scripts
   8.4 suggestions on materials for purchase
   8.5 suggestions on scheduling foreign language instruction
   8.6 teacher training
   8.7 suggestions on outstanding FLES schools for visitation
   8.8 suggestions for innovative programs
   8.9 speakers for parent groups
   8.10 suggestions for assembly programs
   8.11 suggestions for articulation procedures with junior high schools
   8.12 suggestions for evaluation of FLES programs

A Variety of Successful Activities in the Lexington, Mass. FLES Program

Evelyn Brega and
Priscilla Tarbox
Lexington Public Schools
Lexington, Mass.

One of the techniques I employ and find helpful is that drawing my own cue cards in supplement to the 4th grade material, to elicit responses. They are drawn in a humorous manner, yet they do get across the ideas. The children are very receptive to the cards.

Another very enjoyable device for the primary grades is "Charles et la tomate." I had made a large stuffed "tomato" with a hole in the middle and a worm. The tomato is made of heavy red cloth and the hole was made from a paper towel cardboard tube. It is about 14" in diameter. Charles, the worm, is made of green cloth and has a wire inside to make him flexible. The device shows the concept of sur, dans, derriere, devant and sous.

I had a chance to observe a 6th grade language arts class and discovered that they are studying fables, including those of La Fontaine. I plan on co-ordinating a class or two along the same theme.

Another media which is helpful is that of music. Sometimes I make up tunes for learning the days of the week, or make up parodies to other tunes which correspond with the material I am currently teaching.

A good review technique for primaries is that after the children know the material well, I say the wrong thing and they correct me. I make believe that I am shocked - they think it's great though they know it's a joke.

Example: I show them a picture of une maison and say "C'est une école." They say, "Non! C'est une maison"!

Barbara Breslin
Estabrook-Bridge Schools
Lexington

"French Specialty" at Franklin School

Lexington's Franklin School has always been an exciting place to teach. In the fall of 1971, I was given the opportunity to teach a "French Specialty" in addition to my regular French classes. I became more enthusiastic than ever.

The regular classroom teachers of Omega Team, the 9 to 12 year olds, had decided that within the regular Language Arts program there was just not enough time to teach certain "Specialties." One wanted to be able to devote more time to film-making, another to a poetry workshop, while a third wanted to explore creative dramatics with the children with only 5 classroom teachers and 140 children, the groups would be too large, so we decided to involve the librarian, the French teacher and some parents which gave us 10 groups of 13 or 14 each. Each group would spend 3 hours per week for 3 to 6 weeks in each specialty with the teacher repeating the course many times.

As Omega Team's French teacher I was being given the chance to teach whatever I had neglected before. What else but French culture! In Lexington we have always felt that the culture should be an important part of our French classes, but with only three 20-minute periods per week for grades 3 and 4, and three half-hour classes in grades 5 and 6, there never seemed to be enough time where one could ever find the opportunities to talk about families, school, holidays, and sports and still teach basic patterns and vocabulary.

The "French Specialty" was the chance! The curriculum evolved from the teacher's own experiences in France, the Laurence Wylie books: Village in the Vancluse, Deux Villages, and Chanzeaux, current French magazines such as Parents, Elle, Paris-Match and La Maison de Marie-Claire, and interviews with a French family living in Lexington. Class discussions centered around early childhood, going to school, sports and games, teenagers, and holidays, celebrations and family customs. Throughout the discussions the children compared their own experiences with those of the French children in everything from playing leap-

frog to eating a meal. As we talked the children developed a real interest in Wylie's Village, Peyrane-Rousillon, which I had just visited, and in all of Provence, so that many of our talks and projects centered around this area of France.

The children built aqueducts, churches, cafes and a complete Provensal village. Some painted others sang and played Fench music on their instruments. Role playing in a scene of a French host welcoming a guest with a bottle of wine helped to make French life more real.

The most popular activities were cooking and eating. The final class for each group was a fête, usually associated with the nearest holiday. At Christmas, the group made the Treize Desserts of Provence. Other groups has a galette for le Jour de Rois, fondue parties and a Mardi Gras party with crepes and masks.

During the nine hours of "French Specialty" the children discussed built, played and ate but most of all they come to realize that not everyone lives as they do. With their new interest in the lives of French children, they have become more enthusiastic about the French language. "French Specialty" has been a success for them and for me.

Carol Kenealy
Franklin School
Lexington, Mass.

Several high school groups prepare interesting units and playlets to supplement areas taught in the FLES Program. They travel to various schools to perform skits and to provide follow-up work for the pupils. The follow-up work takes the form of oral review, games, and crossword puzzles. The children greatly enjoy this contact with older students.

Some high school students help in the elementary school on a regular basis, working with the teacher to provide extra help for children who need it. They use released time from high school for this project.

Mrs. Penny Bardoyan
Fiske School
Lexington, Mass.

Fourth graders upon learning a unit on food have a food festival day when they eat food they can name in French (fruits, legumes, salades, viande, lait, oeuf, fromage, beurre, pain, gâteau, etc.).

All classes make crêpes in school on the occasion of Mardi Gras. Each homeroom brings in the ingredients. We cook the crêpes on electric frying pans. The enthusiasm is great, they smell delicious - everyone enjoys the crêpes.

During the Christmas season the sixth graders enjoy a bûche de Noel as well as the galette de Rois.

Mrs. Penny Bagdoyan
Fiske School
Lexington, Mass.

A very successful activity in my 5th and 6th grade French classes has been a French Cooking Club held during the forty minutes assigned each week to the various clubs of the school. Twelve youngsters are selected at the beginning of the year for the club, and then a new group is chosen for the last half of the year.

The different dishes are prepared in the school cafeteria, and the children are good sports about trying foods that are strange to them. Many report that they try the recipes in the family kitchen. Everyone makes a booklet of recipes to take home.

We have been fortunate in having a real French chef from the Sonesta Hotels demonstrate for us. Last year he prepared Crepes Suzette and this year Sabayon. The children are allowed to invite a friend to this event.

Priscilla Tarbox
Maria Hastings School
Lexington, Mass.

FLES GAMES

Cachez le mouchoir

A child is chosen to leave the class while the handkerchief is hidden. When he returns, the children say froid when he is far from the handkerchief, tiède when he approaches the hiding place, chaud when he is very close, and brûlant when he is almost touching the hidden object.

Sortez

An object is chosen by the class while one member is outside. He returns and has five chances to guess the chosen object. He asks, "Est-ce le crayon?" The class responds, "Non, ce-n'est pas le crayon," or "Oui, c'est le crayon".

Les Couleurs

The teacher says, "If you are wearing the color I say - "levez-vous-rouge." Have one child inspect with the teacher to see if the right people have stood up.

Number Game

Have class form a circle with one individual in the center. Everyone in the circle is given a card with a number. The person in the center calls two numbers (in French). Those children with the two called numbers must exchange places before the center child takes one of the places.

French Day

Set aside a day or a part of a day and tell the children that they must speak French in your presence at all times. Those who forget have a paper fish or snail pinned on their backs. If the teacher forgets and speaks English, he must give the children who catch him a lollipop.

La boîte à surprises

The teacher has a box filled with objects whose names the children know in French. The teacher asks, "u'est-ce qu'il y a dans la boite?" The children ask, "Est-ce qu'il y a une poupée dans la boîte?". If the child guesses correctly, he may withdraw the object and take the teacher's place in asking the question.

Commands

Divide class into two teams as for a spelling bee. Give a command to a member of team A and then to a member of team B. When pupils execute commands correctly, their teams receive points.

Example:
Fermez la porte.
Dessinez une maison.
Mettez le livre sur la chaise.
Asseyez-vous.
Levez la main.

Jacques a dit

Jacques a dit, la tête. Follow rules of Simon says, touching parts of body named. If the leader says simply le nez, those touching the nose must sit down.

Fishing

Draw small fish and cut them out. Paste a picture on back (boy, girl), pencil, etc.) Put a paper clip on each fish. Put these in a box. The fisherman who has a magnet on a string keeps fishing until he can no longer name the fish in French. Variations - numbers, colors, etc. on fish.

Flannel board

Teacher holds up object (made of flannel) such as la pomme, la poire, etc. Child who identifies fruit places it on a tree on the flannel board.

Months

Teacher repeats in French the names of the months. All the children who have birthdays during the month may stand. Count the children who have birthdays in the month named.

De quelle couleur

Child who is "it" leaves the room. One child chooses un crayon bleu, blanc, vert, faune and holds it. "It" enters and goes to one child and asks: "Avez-vous le crayon bleu?" If correct, he remains "it".

Street Car

One child is conductor and stands behind each child in turn. The teacher shows a picture or an object. The conductor and the child in front of him each try to say French word first. If the conductor says word first, he moves to next child. If child says it first, he becomes conductor. The word must be well pronounced to be acceptable.

Rhythm, or Zero Appelle Six

Each child is given a number. Children all keep rhythm by clapping both hands on their knees, then clapping their hands together, snapping the fingers of the left hand while one child says his own number and then snapping the fingers of the right hand. On this snap the same child says another pupil's number. The child whose number is called continues in the same way. Anyone who misses a beat or calls the pupil who immediately preceded him is out.

Le Jeu de Voyage

The first child puts a shirt in a suitcase saying, "Voici une chemise que je mets dans la valise."

Then he walks around and knocks on the desk of a friend saying, "Voulez-vous faire un long voyage?"

After the friend answers, "Oui", he asks, "Qu'est-ce vous prenez comme bagage?"

The friend answers, "Voici un pantalon et une chemise que je mets dans la valise."

The two walk around repeating this, and each voyageur adds another item of clothing, always ending with "la chemise".

Trois Fois Passera

This game is similar to London Bridge. Two children join hands to form the bridge. The others march under the bridge until one is caught according to the song below. The two forming the bridge who have agreed to represent some season, day or object, such as l'hiver, le printemps, ask, "Est-ce que tu préfères l'hiver ou le printemps?" The child chooses and then goes behind the child who represents what he has chosen. The game continues until all are caught, and the side of the "bridge" with the larger number wins.

Song:

Trois fois passera,
La dernière, la dernière.
Trois fois passera
La dernière y resters.

Eraser Game

Formation - Circle

Children pass eraser around. When leader calls, "Arrêtez", the child who has the eraser holds it until he hears what he must say before the eraser starts around the circle and gets back to him.

Examples of what he must say quickly:

Les jours de la semaine
Les mois
Comptez de 75 - 80
Six couleurs
4 pieces de la maison
les saisons
4 parties du corp
4 animaux

Guessing Numbers

Write two numbers on board. Ex. 20 - 60

Choose a number between these two numbers and have the children guess what it is. They may ask, "Est-ce que c'est plus que 20?" and similar questions until they guess the number.

Historical Dates

Mention an historical event and ask children to give the date. Two teams may be in competition.

Ex. La révolution américaine
La révolution française
L'anniversaire de Washington
L'anniversaire de Lincoln

L'Agent

A policeman is stationed in each corner of the room. The children march around quietly following commands:

Marchez!
Commencez!
Plus vite!
Lentement! Arrêtez

If a policeman hears a pupil, he says, "Je t'entends! Assieds-toi!". The pupil must return to his seat. A good quiet game.

L'Anniversaire

Bring food into class and announce that it is somebody's birthday.

Ex. C'est l'anniversaire de Charlemagne.
Sing Bon Anniversaire

Password (Passe le mot)

Teacher or leader thinks of a word and gives another related word as a hint. Pupils ask questions to help them guess the word. May be played with teams.

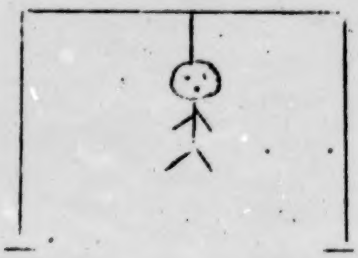
Ex. Leader says la neige
Word to guess - Jean Claude Killy

Ex. Le poisson - la rivière

Hangman

m - - - - g - - - (une letter supplied)

Children ask about other letters in the word. Ex. Est-ce qu'il y a un m, etc. If letter belongs in word write it in correct spot as above. If it does not belong in word, pupil draws a part of body. Aim is to finish word before body is completed.



Telephones

Find out children's telephone numbers. Call number, and child who hears his number should come to answer telephone.

Spelling

Two teams may play. Dictate letters of a word. Children write and when they can read the word, volunteer to answer. Give point when word is read correctly.

Je pense a un animal

Children ask questions to help them identify the animal of which the leader is thinking.

Ex. Est-ce qu'il est grand?
Est-ce qu'il est noir?
Est-ce qu'il vole?
Est-ce qu'il nage?
Est ce qu'il habite dans la maison?

Balloon words

Write French words with magic marker on blown up balloons. Deflate balloons and distribute them to class. Children must blow up balloons and be able to use the word in a sentence. May do this with two teams competing.

Easter Eggs

Buy hollow Easter eggs that come apart. Write a question on a slip of paper and place it inside an egg. Distribute eggs to children who must open them, read questions and answer correctly in order to get reward of small candy egg.

Tasting game

Blindfold child and give him some type of food. He must guess what he is eating and give name in French to receive some small delicious reward. These foods may be used:

Carrott stick	celery	radish
bread	cake	lump sugar
cheese	meat	salt
candy	potato	butter
tomato	lettuce	chocolate
water		

Bonhomme de Neige

The snowman is chosen to stand in front of the class. The children are asked to pretend to throw snowballs at different parts of his anatomy saying,

Attrape ca sur la tete!
Attrape ca sur la main!
Attrape ca sur la figure! etc.

The snowman shows he understands the vocabulary by clutching at the affected area. If he makes an error, the child who threw the snowball takes his place in front of the class.

L'heure

Children sing, "Quelle heure est-il?"
Teacher sings back, "Il est sept heures."
Children reply, "Bong^{1}, bong^{2}, bong^{3}, bong^{4}, bong^{5}, bong^{6}, bong^{7}

Cue Card Game

Divide class into two teams. Give a cue card to each child and line up teams facing each other. Children ask questions of the opposite team using cue cards to help formulate questions and answers. Give two points for each question answered correctly.

Tic - tac - toe

This game may be used with numbers, questions or words to read. The children like to play with the boys competing with the girls.

Ex.

	A	B	C
1.	16	49	80
2.	12	100	60
3.	35	82	16

Children read numbers, first a boy and then a girl. Put F for fille in square or G for garcon.

	A	B	C
1.	dans	oui	jour
2.	oncle	le	du
3.	non	pere	soeur

Reading practice

The pupil should designate the square he wants to claim for his team by saying the letter and number of the square first. Ex. B 3

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Le Pays Basque

Our French series (McGraw-Hill, Let's Speak French) includes a unit on the Basque country. Since I knew very little about the region and discovered that almost none of the children had ever heard of it, I decided to have them work on projects that would help them learn about the Basques.

Three National Geographics (September, 1949, February, 1954, and August, 1968), have articles on the Basque people. Using the materials in these articles I came up with a list of projects from which the children could choose. Since our time and space were limited in class, I assigned the projects to be done outside of the regular French period and gave very little homework during this time.

Some of the children wanted to work in pairs, but since the projects were on a small scale I had each child choose a separate one. However, those who wanted to work together could choose different projects on the same subject, for example, one could write a report on Basque sports and another could make an accompanying scale model.

As the projects came in they were displayed in the French room and the library. Children who cooked Basque dishes served them to the class, and those who made costumes for themselves wore them for a day before putting them on display.

Through the involvement in their projects the children became aware of many different aspects of the Basque country and its people, all of which enhanced their learning during our unit study.

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II

How Do We Get Successful Programs?

Psycholinguistic Theory and Home-School Language Switch. . . . . John F. Kunkle

Model for a FLES Methods Course. . . . . Ruth L. Bennett

How Do we Know We're Successful. . . . . Virginia Gramer

A Recipe for FLES . . . . . Vera de Galante

PSYCHOLINGUISTIC THEORY AND THE HOME-SCHOOL LANGUAGE SWITCH*

For some time now, there have been attempts to base strategies of second language instruction on what the profession has known of the process of first language acquisition. In recent years, the theories of first language acquisition have changed considerably. Given impetus primarily by the work of Noam Chomsky, at least two major theories have been developed in detail.

One of these theories can be labelled the nativist or innatist theory, for it places a great deal of emphasis on the inborn characteristics of the human being and on the universals in language. Although several people have contributed to the theory, the work of David McNeill is regarded as representing the most complete elaboration of the theory. McNeill (1969) theorized that first language acquisition proceeds along the following lines:

1. Children are born with a Language Acquisition Device which contains strategies for differentiating words into increasingly discreet categories. The device is seen as having a structure parallel to that of a transformational-generative grammar.
2. All children approach the learning of syntax and phonology in basically the same way, starting with the universals of language, gradually differentiating and learning the transformations which are language-specific.
3. In the earliest stages, children use one- and two-word sentences which correspond very directly to base structure.

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*A more thorough analysis of the topic can be found in Mr. Kunkle's dissertation, "An Assessment of the Attempt to Build Second Language Methodologies on Two Current Theories of First Language Acquisition" University of Wisconsin-Madison, 1972.

4. Children tend to apply the most encompassing generalizations possible to cover inflections, word, order, etc., rather than fitting the many variations they find into a complex pattern.

5. Neither imitation of adult speech nor adult expansions of child speech is seen as a method of permitting children to acquire language; the underlying forms must have been developed by the child before he can assimilate new expressions.

6. Children often soliloquize--run through their repertoire of words and sound--and these soliloquies are often unacceptable by adult language standards.

7. The brain seems to have a critical period for language development--the period prior to puberty.

Attempting to extrapolate from this theory to a theory of second language methodology is a difficult business, perhaps an impossible one, as Wilga Rivers has recently suggested. (1972). In any case, the characteristics of a method so derived would be:

1. An initial period of time devoted to the examination of language universals, and the imparting of the knowledge of the relations to watch for in the specific language to be learned.

2. Actual use of the language would begin with kernel sentences, simple transformations then being demonstrated by the instructor, and their use encouraged. Relatively poor phonology would be permitted at this point.

3. There would be a recurring pattern of (1) exposure to additional, graded language data, preferably in an environmental (audio-visual) approach, (2) guidance by the instructor toward the formulation of rules, imprecise at first, and then more encompassing.

4. Additional talk about the language would point up the phonological features and phonology would be improved by referring to these features as errors

1. Furnishing examples of "whole speech" perhaps graded (rendered increasingly complex) situationally, as the child experiences graded real-life situations, but not graded grammatically.
2. Permitting the student to approximate standard language gradually, allowing him to develop his system of contrasts both in phonology and in syntax. The instructor will not insist on perfection in pronunciation nor in syntax in the early stages of the course, but will rather let the student "come close" to the standard usage gradually, just as he gradually, just as he gradually perceives, then makes distinctive contrasts in the language.
3. Providing ample opportunity for the student to try his version of the language against the teacher's version, as the teacher expands, corrects, or just comments on the student's use--an attempt to utilize the optimal mixture of expansions, corrections, and commentary in the language found in first language acquisition.
4. Giving the student the opportunity to practice (soliloquize on) syntactic and phonological paradigms. For example, in French he can be exposed to and allowed to practice the set <u>balle</u>, <u>bille</u>, <u>bulle</u>, <u>boule</u> and <u>bol</u>.
5. Giving corrections and expansions as the student over-generalizes inflectional or transformational rules.
6. Teaching inflections and transformations within concrete situations (e.g., for negation, interrogation, etc.)
7. Permitting the student, in the early weeks of instruction, to omit parts of sentences which are far down on the phrase structure tree.

Even if this second position does suggest a somewhat easier methodology to implement, there still remains the task of elaborating the methodology in one or several languages, and then observing its effectiveness in the classroom.

One way of avoiding that task is to abandon the attempt to devise a methodology per se, and to allow the child's language acquisition abilities

(whatever their nature) to operate on whole samples of natural language, for whatever the process, one fact of foreign language learning is very clear: the child placed in an environment where a foreign language is the medium of communication does indeed learn the second language.

Thus, rather than attempt to devise a FLES program along any particular methodological lines, it would seem that to immerse the child in a second language as a medium of communication would be an extremely effective move. And what is more, we have extant models for this type of instruction--the home-school language switch. (A somewhat awkward title, it could perhaps be changed to Foreign Language in the Elementary School as the Instructional Medium--FLESIM--thus showing its relationship to the FLES program.) This program is being implemented in over 40 kindergartens and primary schools in Ontario, after having been piloted at St. Lambert's school in Montreal.

The regular reports from the pilot program (Tucker, et al., 1971) have been astounding. At St. Lambert, the students came from strictly Anglo backgrounds, and were instructed primarily in French throughout kindergarten, first and second grade. The graphic skills were taught first in French. Later, the graphic skills of English were introduced, and given the home backgrounds and other contacts with English plus the skills of reading, learning to read in English succeeded at a remarkable pace. The researchers indicated that by the fourth grade, the students are completely bilingual AND AS PROFICIENT IN EACH LANGUAGE AS THEIR MONOLINGUAL COUNTERPARTS. This far exceeds the results of the traditional FLES programs in this country. That this type of program should succeed so dramatically should come as no surprise, however, if we recall that over half the world's population is bilingual, mostly as a result of a home-school language switch.

Although some school districts in this country have instituted bilingual programs when there has been even a small minority of speakers of a second

language (primarily Spanish) in the community, the FLESIM concept suggests that it is not necessary to have any speakers of the second language in the school at all, except the teachers, of course.

This may not be a program that every elementary school in a school district would want to adopt, but given the recent confusion over bussing, FLESIM might be a way to create a very prestigeous school in what may now be an "undesirable" building. Or a school district might disignate several schools as FLESIM schools, one or more in each of several languages. This country needs to take advantage of this tremendously effective language learning opportunity.

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MODEL FOR A FLES METHODS COURSE

The most important component of a FLES Methods course is the instructor. He should be enthusiastic and energetic. He should plan his lessons with the aim of providing his students with the concrete tools needed to step into the classroom and handle with confidence all aspects of teaching a foreign language on the elementary school level. He should be willing to spend time collecting materials to show to his students. Helpful ones would be books, games, records, songs, puzzles, poems, and newspaper and magazine articles from all sources to enrich the cultural background of his students and himself.[1] He should accompany his students on visits to FLES classrooms and to cultural events.

At least once during the semester, the instructor should have a private conference with each student. During this session, he could find out what the student's future plans are -- for example, whether he plans to go directly to graduate school, or perhaps to teach in an allied field such as bilingual education. This would enable him to slant the course towards the specific needs of the students, by contrasting practices on different levels (FLES and junior high) or in different types of classes (bilingual and FLES). He can also bring materials from the various areas of interest represented in the class.

How does the instructor learn enough about all the different types of language teaching to be able to discuss them all? By attending conferences, workshops, lectures, etc. in all these fields, by reading the current literature on them, by talking to people working in each field, and by observing classes whenever possible.

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1. These can be of most help to the students if the instructor runs a lending library. By allowing students to take home one item a week, they get to see the materials that interest them. Each student signs his name and writes the item borrowed in an exam booklet which is kept by the instructor, and then crosses it off when he returns the item.

Extremely helpful in keeping a course specific are good texts. They should not only give the backgrounds of FLES, but also specific suggestions for curriculum content, sources for materials, types of drills, ways to teach each of the four skills, use of the machines, etc. The New York syllabus, French in the Elementary Schools, available from the Board of Education, and Mildred Donoghue's Foreign Languages and the Elementary School Child, published by William C. Brown Company of Dubuque, Iowa, and other A.A.T.F. FLES reports are highly recommended.

Establishing good rapport with the students is an essential element in the success of the methods course. One way of doing this is to call the students by their first names -- a small way of indicating personal interest. Another step is to get the students to know each other. They can do this via a short introduction of themselves on the first day of class. The instructor can gain a better insight into the students' background by having them fill out a rexographed sheet with details on all languages studied in high school and in college, any travel in target countries, and work experience using the target language. The individual conference mentioned earier will help to strengthen the relationship between students and instructor.

Another rexograph containing a list of the students' names, addresses and telephone numbers, distributed to the class,[2] serves to simplify their calling one another if they have missed a class and wish to catch up on work covered.

A more personal relationship is also created when the instructor accompanies the students on a trip to a place of interest -- either one to which they might take a FLES class when they are teaching, or to a cultural event which will enrich their background in the foreign language. Possibilities are many: the offices of a newspaper in the target language, a play or film in the foreign language, a concert by a performer from the target country, a museum or a restaurant.

2. The students should be asked if any of them objects to having this personal information made available to the other students.

Besides accompanying the class on such trips (trying to arrange one for each language represented in the class), an extremely helpful activity is a visit to an actual FLES class in session. The teacher of the FLES class to be observed should be one who is both effective and enthusiastic. If possible, he should arrange to spend a few minutes after the lesson answering the college students' questions and showing them materials he has gathered (by scrounging or inventiveness; pupil-made or given out by exhibitors at language teachers' conventions). One FLES teacher visited puts her pupils in the mood for French by having signs (in French, of course) in the corridor leading to her classroom, in addition to all the labels and realia within the room itself.

If the FLES teacher is kind enough to rexograph a lesson plan for the visitors, they can follow the lesson easily and have a basis for discussion of the lesson when they return to the college. If at all possible, this visit should occur after covering the chapters on teaching the four skills by the audio-lingual method and on planning lessons, but before the students start giving minilessons themselves.

Minilessons should consist only of the new material which would be taught in a single FLES lesson, plus the summary of the new material. If time permits, a second minilesson or a complete lesson could be taught by each student. While the FLES classroom situation cannot be duplicated by having college students serve as the FLES pupils, much experience will be gained by the student-acting-as-teacher. For example, he will need to know how much new material can be presented in one lesson, he will have to find or create suitable realia, he will be able to practice the proper amount of repetition of new items in simple questions, and he will have to learn to limit himself in his questioning to what the pupils have already learned, plus the new vocabulary.

Before the students are ready to give minilessons, a good deal of preparation is necessary. First, they will have to learn how to write a lesson plan

for a complete lesson. To do this, certain topics must first be covered: the audio-lingual method of teaching the four skills, unit teaching and lesson planing, and the function of audio-visual media, music and games in the curriculum. As these topics are discussed, the machine most helpful to each (overhead projector, filmstrip and slide projector, tape recorder and phonograph) should be brought into the classroom and actually used by each student, or at least clearly demonstrated by the instructor.

After the overhead projector has been shown, and making transparencies taught, the students should each receive a blank transparency and a China marker with which to draw or write any material that could be used in a FLES lesson. These transparencies could then be shown to the class during the following lesson, with their good and bad features pointed out by the group and the instructor.

To illustrate the use of the filmstrip projector, a filmstrip without words of a familiar story like "The Three Bears" (which is easily obtainable from the Education Library of the college) can be shown. The instructor could read the lines pertaining to each frame in the foreign language version. This can be found in various FLES readers or in foreign translations published in the target country and obtainable in this country from a number of publishers and bookstores.

When the phonograph is being demonstrated, the instructor can play records in the target language and discuss what makes them suitable or unsuitable for a FLES class.

The tape recorder has a great many uses for FLES, which should all be discussed, but the most important demonstration of it is to have each student read a little poem or dialogue and then play it back. After this, those who need the practice should be encouraged to spend time in the language laboratory working on their pronunciation and intonation.

When the audio-lingual method in general is discussed, the importance of pattern drills will naturally be emphasized. After samples of these are seen,

the students should make up two or three different types of drills as an assignment. These should be carefully corrected by the instructor and common errors discussed in class.

At some time during the course, the students should also be taught how to make a rexograph, do one as an assignment, and then be shown how to run it off on the department machine.

During the lesson on songs and games, the instructor can supply rexographs of instructions for suitable games.[3] He can ditto the words to some songs which may not generally be found in children's books. One of these is the translation of "Jingle Bells". A popular song that the children might know in English would also be interesting. The foreign translation can be secured from the song's publisher.[4]

Now the students are ready to put together at home a lesson plan on a topic of their choice. The plan should include a warm-up, new material, review, change-of-pace activity[5], and drill items. All of these should match the level of the pupils (e.g., Level II pupils would not be learning colors, since this is a Level I topic). Time allotment for each section and for the whole lesson should be mentioned, as well as realia to be used to make the lesson interesting. After this plan has been corrected by the instructor, the topics listed earlier

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3. Sources for these, besides the texts, could be well-known games played in the United States in English which the instructor translates, texts such as Vous et moi by Remunda Cadoux, foreign children's books, and French songbooks, which generally contain some game songs.

4. The publisher of such songs can be ascertained from the label on the record, and his address, generally, in the New York City telephone directory.

5. A game, song, familiar dialogue, poem, puzzle or tongue-twister could serve.

have been gone over, and if possible a demonstration lesson seen, the student is ready to plan and give his minilesson. This is criticized, gently, by the other students and the instructor, and a written evaluation permitting frank but private comments may also be given by the instructor.

In addition to the assignments mentioned -- reading the text, preparing a rexograph, a transparency, drills, a lesson plan and giving a minilesson -- the cultural aspect can be given its share of attention in one of several ways. The students could write a book report on any phase of culture in the target country -- food, music, art, literature, history, etc. They could visit any place which might be suitable for a FLES class trip -- restaurant, museum, airline of the target country, bookstore, even a grocery store which carries products from the target country[6] -- and write it up. A third possibility is for them to plan an assembly program in detail which could be put on by FLES classes for their peers who are not necessarily studying the foreign language. Several of the best reports turned in could be read to the class. All during the semester, the students should be encouraged to bring in and share newspaper and magazine articles dealing with the target country.

Emphasis should also be placed on training the future teachers to make the FLES pupil feel successful by presenting small increments at a time, constant review, and much praise. Interest in the FLES class can be maintained by constantly changing props, by finding new dialogues, songs, games, poems, puzzles, current slang expressions, etc., which make learning the foreign language fun, and by tying language study to other areas of the curriculum, e.g. social studies, science, art, music and physical education (folk dances).

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6. On such a trip, the FLES class might buy some food, such as French cheese and biscuits from Canada, perhaps, which they would eat in class the next day. Even college students enjoy a treat like this!

A discussion of testing should touch on both formal and informal types of evaluation, pointing out that the informal are especially important in FLES. Grading is given minimal importance in FLES. The most important function of tests is to serve as reinforcement, since the pupil goes over the subject matter by reviewing for the test, during the test itself, and then again during the correction of the test when it is returned. This being the case, a final examination for the college students serves the same useful purpose. However, care should be taken to make the test as concrete as the course itself. Appropriate questions might be to give ways of using the various machines in a FLES lesson, to write a drill, give examples of types of tests, suggest suitable places for class trips, outline an assembly program, describe a game and what it could serve to teach, write an outline of a lesson plan, explain how to introduce reading or writing into the FLES curriculum, and give a brief evaluation of the text.

It can be seen from all the foregoing that several principles are involved in making a FLES methods course successful:

1. Practice, not just theory. We learn by doing, not just hearing or seeing. All the assignments mentioned are designed to give the student experience in what he will have to do as a teacher.
2. Variety. Just as the FLES pupils need this to maintain interest in their course, so do college students. Discussion of the text, demonstration of the machines, evaluation of materials brought in by instructor and students, the lending library. minilessons, the cultural and classroom visits, a cheese-tasting session -- should provide this essential element.
3. Thoroughness of preparation. Not only language content and teaching techniques, but every question facing a FLES teacher should be dealt with, from discipline techniques to choosing

French names for the children.

4. Interest in the students. Most colleges offering a FLES methods course tend to be large and impersonal. Looking back at one's own college experiences, one realizes that any personal interest shown by an instructor was dearly cherished. By lending a sympathetic ear to our students, we earn a bonus -- our work becomes more meaningful and satisfying to us.

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HOW DO WE KNOW WE'RE SUCCESSFUL?

What constitutes success in a FLES program? A program might be judged to be successful today if it is still in existence. Since its continuation is precipitated by many elements exclusive of the intrinsic excellence of the program itself or of the efforts and expertise of its staff, we cannot use survival as a criterion of excellence and/or success. Many excellent programs have ceased to function. Suffice it to say, it is doubtful if a program has survived the tremendous crush of economic pressures and the demands of other special fields for time and space, if it was not supported and buoyed up by having succeeded in some form, succeeded in being considered worthwhile and of value.

To track down the components of success of FLES programs we have turned usually to the measureable objective outcomes -- grades, test scores, measures of proficiency, and achievement and placement at succeeding schools or levels. There is a tendency to view these results and proof of achievement as both the primary causes and the criteria of "success". But, there are other aspects of a FLES program which may be much more vitally concerned with its survival and with its ultimate success. These are the elements by which or on which it is judged to be of value by those who are touched by it in any way. The survival and flourishing of a program depends on the <u>extent</u> to which it is judged to be worthwhile by those who support it. Their decision may have little to do with test scores and measures of proficiency. If each person involved has not seen in the program something which he judges to be of value, the foreign language staff, however dedicated, cannot keep it alive for long.

The assessment of each person affected by a FLES program as to its success as far as <u>he</u> is concerned may have far more effect on the program than just a cumulative impact on its "good press", though that in itself is no small matter. (The financial security of almost all athletic programs being the prime example

of efficacy of a publicly documented performance.) These subjective evaluations by each concerned person may also result in a cyclical change in the program itself. The effect of the program or class on his routine, tranquility, well-being, feelings of adequacy, or prestige and its contribution to his own success affect his attitude toward the class or program. His resultant behavior, in turn, affects the class or program, thereby modifying or even drastically changing it.

The same ricochet of attitude may originate with the principal. His impatience with difficulties in scheduling FL classes in his building or with some mechanical or logistical problem may be mirrored by his attitude toward the program and the FL staff. Classroom teachers, in turn, may be less supportive, reflecting his outlook.

The extent of each person's acceptance and endorsement of a FLES program may have evolved from very trivial or personal concerns not current to the program itself. The one most affected by the changes which result, often the FLES teacher, may have had no active role in initiating them. Slight unsuspected and undefined feelings of jealousy may be aroused in a classroom teacher by the popularity of the FLES class or the FLES teacher. In an unconscious effort to make her own classroom activities competitively attractive, the classroom teacher initiates, in the period preceding the FLES class, some activity bound to be well received by the students. For the students, the FL period then becomes an interruption of pleasure or accomplishment rather than an enjoyable change of pace. The resentment of the students at their need to stop their activities when the FLES teacher arrives undermines the chances of the FL period to be totally successful. To be greeted each day by groans when she appears would tend to dampen the enthusiasm and vivacity of even the most determined FLES teacher, contributing doubly to the downfall of the FLES period. Even if the preceding period ceases to contain a favored student activity, the

negative attitude toward the FLES period has been established.

Though in this case the FLES teacher had no active role in the deterioration of her class, she might invite the same disaster by her lack of punctuality. If she is chronically a few minutes tardy, a classroom teacher will not continue to have students ready and waiting, but will have them continue an activity until mademoiselle puts in an appearance. The FLES class again, for different reasons, becomes a disruption.

Foreign language teachers at the succeeding level often suffer the same sort of unacknowledged rivalry with the FLES teacher as do classroom teachers. To have the FLES students found wanting in some respect seems to shore up the prestige of their own efforts. To arbitrarily make the work at their level more demanding and set the criteria of achievement much higher not only lables the FLES program (and therefore the FLES teacher) as having been weighed and found wanting, but also serves to winnow out all but the more competitive students. The FLES program becomes a stepping stone to nowhere.

Even if the trivia-based rivalry does not result in a total undermining of the FLES program, its effects can be telling. The review which comprises the content of the FL classes during the first few weeks of school provides the fodder for the junior high or high school teacher's observation of the gaps in the FLES graduates' knowledge. She turns the review not into an examination of what they might have forgotten but of what they have never learned. This attitude, transmitted to students, can, like measles, be carried home to infect other family members.

As is obvious, parental attitudes toward foreign language instruction in the elementary school are important not only on the day of the referendum vote. One parent's negative attitude can serve to undermine an entire FLES class if his child is one who exerts social pressure in the room.

It seems unfortunate that positive attitudes are not quite so infectious as

negative ones. Successful foreign language programs have survived because they have managed to maintain a lack of negative attitudes. How they have managed to do so invites examination. It is doubtful if they maintain lists of the trivia by which FLES teachers or supervisors invite disaster. However, there must always be an awareness of the fact that certain minor social sins of omission on the part of a FLES teacher may be the basis for any or all of these potentially disastrous attitudes and actions on the part of students, other teachers, and administrators; that the FLES teacher's mien, attitude or appearance may innocently call for the irritation on the part of others. e.g.1) Her (his) skirts or pants are too short (long, tight, baggy, dowdy, flamboyant; or 2) his (her) expression is too serious (flippant, gay, glum, contemplative, vacuous, set, or facile); or 3) none or all of the above. Whatever has caused the miniscule trauma in others, the reaction is never too minor to require immediate treatment.

No matter how drenched in pedagogical expertise each foreign language teacher may be, or complete the course of study is, or well articulated the curriculum has proved, a FLES program is doomed if it is not deemed to be successful and of value by those who are touched or affected by it. The criterion by which they judge its worth may be as minor and insignificant as the hole in the dike, but it may also be just as vital to the program's existence.

A SAMPLING OF REACTIONS AND ATTITUDES-
EACH A COMPONENT OF A SUCCESSFUL
FLES PROGRAM

For the student, a successful FLES program involves:

passing the tests

getting good grades

being able to perform

liking it, most of the time

liking my teacher

knowing my teacher likes me, even if she has to reprimand me

knowing what the teacher wants

understanding what's going on

feeling that I'm doing something well

not having to sit for long periods of time, listening to someone else

feeling I get a fair share of the attention

not worrying about being called on

knowing I'll know what to say if I'm called on

having an idea of how I'm doing

having my friends like the period

not looking silly in front of my friends

knowing what I'm doing is valuable

doing something that other people think is worthwhile

being praised for doing something well when I think I've done it well

thinking the foreign language period seems short

not being bored

not missing anything better to do it

knowing the foreign language teacher will do something interesting

not being sure exactly what she will do

For the classroom teacher, success in FLES is:

having my students under control, whether or not I'm in the room

having a free period

having my students enjoy their FL period

having the FLES teacher enjoy coming to my class

having my students do well in FL

considering the study of a second language to be important in general and of value for my students in particular

having the FLES period at a convenient time of day

having the FLES teacher help with special projects, Christmas, etc.

having the FLES teacher flexible when changes are necessary, in routine, time, etc.

liking the FLES teacher

having her be punctual

feeling she expends some effort in her job

respecting the FLES teacher's ability

feeling she supports me

feeling that she is never negative about me or what I do

For the principal, FLES is successful if:

Foreign language works smoothly into the school schedule

the FL teacher knows all rules and routines of my school and operates within them

she knows where materials and equipment are kept and uses them without inconveniencing others

FL does not monopolize some equipment or use too much paper

the FLES teacher keeps her students under control

I am not constantly solving behavior problems for her

the FLES teacher has good rapport with the others with whom she works--classroom teachers especially

she seems to know her job

she enjoys what she is doing

the FLES teacher appears to enjoy being in our building

her efforts are more than just what is required

her students enjoy her classes or at least accept them as part of school routine

students achieve well in FL

staff at the succeeding school think our students have been well prepared in FL

the program only makes claims that it can achieve

reasonable numbers of our students continue FL after they leave our school

the other teachers in our school feel that FLES is worthwhile

FLES teacher and classroom teachers work together

parents feel that their children are doing well in FL and are benefiting from the program

parents feel the program is worth supporting.

To parents FLES is worth while if:

my child has good grades in FL, as good or better than his other subjects

he enjoys his FLES classes

my child is able to say something in another language if called upon to do so

having FL in our elementary school is going to be advantageous for my child either in advanced placement or as a tool

I feel that my child is getting something that most other schools don't provide

the FLES program enhances our school system and, therefore, my property value

there is an element of prestige in my child studying a FL in elementary school

the amount the program costs pays off when compared to achievement at other levels

if I don't have to pay any more than I do now to keep it functioning

Virginia Gramer
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A RECIPE FOR FLES

Hicksville has had a successful FLES program for the past two decades. The secret recipe of success will now be revealed!

Don your apron, put on your chef's hat and proceed with gusto.

Preheat your Oven With: Continuous sequential planning.

Basic Ingredients:

1 lb. of first graders
1 cup of an excellent teacher
1 heaping tablespoon of enthusiam
1 well planned, uniform curriculum
(if you are planning to serve one school or to many.)

Stir for:

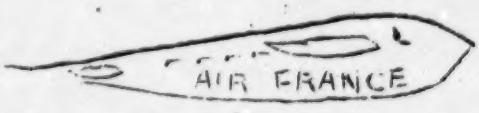
20 minutes a day; five days a week.

Mix Well With:

1 school administration
2 community

Serve With Garnish of:

Class visitations by parents
Plays
Foreign Language meals
Mini Trips to Europe



Language in order to be effective must be continuous, and sequential! Therefore, before you initiate your FLES program you must plan your program insuring continuity of time, language, and curriculum. FLES will be a flop if you do not have immediate and long range planning.

Apprise the administration and through channels, the Board of Education of the value of FLES and your desire to initiate a program. In your presentation cover the following points:

a. continuity from grade to grade
b. availability of staff
c. articulation with upper levels
d. cost of program
e. planned curriculum

Once you have been granted permission to begin proceed according to desired plan. Make sure you have an excellent Public Relations inviting parents, administrators etc. to your classes; have a FLES day, an International Banquet; use your imagination but make sure you publicize what you are doing.

Remember the future of FLES depends on YOU.

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